

Glossary of Terms

BCLAD: Bilingual Cross-cultural, Language and Academic Development Certificate the certification required for teaching bilingual classes.

ELD: English Language Development, also known as English as a Second Language or ESL. A dedicated program of direct instruction specifically designed to develop the students' English language proficiency.

EL: English learner, sometimes referred to as Limited English Proficient (LEP) or English language learner (ELL). The term is used to identify a student who is not yet fluent in English.

FEP: Fluent English Proficient

Native English Speaker: a student who demonstrates full proficiency in English, but who may or may not be competent in one or more languages other than English.

Primary Language: Primary language, also referred to as first, home or native language.

Reclassification: Process to determine that an EL student has met the criteria to be identified as fluent English proficient. The criteria include a score of the mid-basic (325) or higher on the California Standards Test in English Language Arts, an overall score of 4 or 5 on the CELDT, teacher evaluation, a proficient score on a writing sample, performance at or near grade level, and parent consultation.

SDAIE: Specially-Designed Academic Instruction in English, also known as sheltered instruction, an instructional approach used to make the core curriculum comprehensible to EL students. Instruction is conducted in English, with primary language support.

District Support

- Professional development in Specially-Designed Academic Instruction in English (SDAIE) and English Language Development (ELD)
- Professional development in standards-based instruction in Spanish and English Language Arts
- Support in ELD instruction from English Learner Services program assistants.
- Translating and interpreting services
- Registration and assessment of students
- Data and other information from English Learner Services
- Consultation and support from the Curriculum and Instruction Department, and English Learner Services.

West Contra Costa Unified School District

Highlights of the Dual Language Immersion Program (English/Spanish) Pilot-Washington Elementary School



1108 Bissell Avenue
Richmond, CA 94801-3135

English Learner Services
Phone 510-307-4507
Fax: 510-724-3238

Program Description

The Dual Language Immersion Program develops full literacy in two languages, Spanish and English. All students learn to read and write in Spanish first and later in English. In Kindergarten, 90% of instruction is in Spanish, 10% in English. By 4th Grade, and through the rest of elementary school, 50% of instruction is in English and 50% in Spanish. This type of program has proven to be the most effective bilingual model and is currently being piloted at Washington Elementary School.

Target Population

Native Spanish-speaking and native English-speaking students whose parents have requested the Dual Language Immersion program with a Parental Exception Waiver. Ideally, there is a 50/50 balance of students from both language groups.

Goals

- Bilingualism and biliteracy for all students.
- Spanish proficiency for native English-speaking students
- One level or more of growth each year towards English proficiency on the California English Language Development Test (CELDT) for English learners
- Meet or exceed grade level standards while acquiring proficiency in a second language
- Reclassification of Spanish speakers as Fluent English Proficient within five years.

Components of the Program

- Daily English Language Development (ELD) instruction targeted for English learners at their proficiency levels
- Standards-based instruction in Spanish for 90% of the day starting in kindergarten and decreasing to 50% of the day in 4th grade
- Standards-based Specially-Designed Academic Instruction in English (SDAIE) for 10% of the day and increasing to 50% of the day in 4th grade
- Parent commitment to the program for elementary school
- Family involvement (for example, participation in English Learner Advisory Committee and support for learning at home)
- Teachers must hold the Bilingual Cross-Cultural, Language and Academic Development (BCLAD) Certificate or equivalent

(Please see Glossary of Terms on the back of this brochure)



Assessments

- CELDT (annual California English Language Development Test of English proficiency for English learners)
- ***Standards Test in Spanish or STS - (annual norm-referenced achievement test in Spanish)***
- California Standards Tests (CST), the annual standards-based achievement tests
- Unit assessments in the *Foro Abierto* and *Open Court Reading* Program and in the English Language Development Program
- District Language Arts, Writing, and Mathematics assessments three times a year



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